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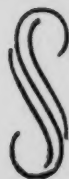
ABSTRACT

This guide describes the goals and objectives of schools and classes for pregnant minors, the financial assistance provided by the California Legislature, and the legal implications. It discusses the services to be provided the pregnant minor (psychologically, realistically, financially, and ideally), how to obtain community support, what facilities are desirable, and includes new curriculum outlines designed especially for pregnant minors. Samples of forms to facilitate enrollment are included. This book is not only a detailed report of what California schools have done, but is a guide for realistic actions which other states may utilize when undertaking measures to implement programs for pregnant minors. Two workbooks accompany this guide, and are available as CG 011 852, and 853. (Author)

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EDUCATION FOR THE PREGNANT MINOR



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and

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U.S. DEPARTMENT OF HEALTH,
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EDUCATION FOR THE PREGNANT MINOR

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Special Program for
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FOREWORD

Despite punitive actions and "looking the other way" by educators and society in general, the number of pregnant minors has not decreased. In fact, predictions indicate the number is increasing. Fortunately, today it is recognized that these young girls should be helped, not hidden or forgotten. Concerned educators and social workers across the nation have made great gains toward designing special programs and garnering public support to help the pregnant minor continue her formal education, to gain insight into her personal problems, and to plan her future goals.

The public schools are usually the only agency in the community that serves all the girls, and therefore they can play a unique catalytic and coordinative role in helping these girls, as well as having the legal and moral responsibility to do so. Schools cannot provide all the services needed, but they can coordinate services for health and counseling in addition to their educational role.

However, there cannot be a single model program because the situations and needs of school districts are different. Each school district must work out the pattern in its own way according to the circumstances of that particular system and that unique community. Uppermost is the necessity to design a program that will best serve the needs of the girls.

This manual was written as a general guide and outline in order to inspire and assist concerned educators in their efforts toward designing special programs in California for the pregnant minor.

One of the procedures used in developing this manual was a survey which was mailed to 114 known school districts maintaining on-going special programs for the pregnant minor in California. Eighty-nine of the districts returned their questionnaires. The information they shared was analyzed, personal interviews were held, pertinent literature researched, and experiences from helping to institute a special program recorded.

It is our hope this will provide the impetus and the practical ideas needed to assist in implementing programs very much needed by teenage pregnant girls.

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EDUCATION FOR THE PREGNANT MINOR

THE NEED FOR SPECIAL PROGRAMS

Educational leaders are becoming convinced that the pregnant school-age girl is a concern of the individual school system. Educators are charged with the responsibility for attempting to assist every young person to reach his or her full potential for a satisfying life and to become a contributing member of society. This responsibility cannot exclude the pregnant school-age girl, especially since pregnancy is the largest known cause for secondary school girls to drop out of school. Demonstration programs have shown that, given the opportunity, 85 to 95 per cent of pregnant girls will continue their education.

Changing Attitudes

In recent years, society has slowly changed its attitude toward the need to recognize the pregnant minors and to assist them. In the past when it was discovered that a high school girl was pregnant, she would disappear from school. She was often hidden by being sent to live with relatives in a distant place or to a maternity home to conceal her pregnancy. If she didn't choose to disappear from school, she probably was swiftly and quietly discharged. The reasons given were that it was difficult for a pregnant girl to function in school situations and it might adversely affect the morale of the other students.

The basic moral argument has always been that pregnancy at a young age is socially unacceptable. It was clearly not "wed" versus "unwed" since the young married pregnant girl was excluded from school as readily as the unmarried one.

Recently, however, society has recognized that punitive action has not reduced the number of early pregnancies, but instead has damaged the lives of the mother and infant, thereby adversely affecting the society. Consideration was not given to the fact that these girls were being forced into adult responsibilities at a time when they were not yet out of childhood themselves.

National Concern

The pregnant school-age girl has become a national concern of school systems. Statistics show that over 210,000 school-age girls give birth each year in the United States and their number is increasing about 3,000 annually. Of all teenage births in the 1960's, an estimated 34 per cent were to women still in school (17 and under), and it is estimated that in 1973 approximately 600,000 babies will be born to women under 20 years of age. However, it has been determined that the increase in the numbers of teenage girls who become pregnant is due to the increase in population of the 14 to 19 age group of girls rather than an increase in percentage of pregnancies. The number of teenagers has been rising since 1958, both in numbers and in proportion to the total population. This rising trend will continue through 1977 before it will decline, slowly at first and then more rapidly.

In a policy statement issued by then United States Commissioner of Education, Sidney P. Marland, Jr., the U. S. Office of Education took note of the school's important role. It stated:

Every girl in the United States has a right to and a need for the education that will help her prepare herself for a career, for family life, and for citizenship. To be married or pregnant is not sufficient cause to deprive her of an education and the opportunity to become a contributing member of society.

Inhibitors

A 1971 study by the Department of Population Dynamics at the Johns Hopkins University revealed that fully half of the sexually active never-married women, 15-19, involved in the study used no form of contraceptive. Even when the teenager was well informed about the devices available, and had access, precaution was not taken.

Abortion, as well, has not proven to be the answer. The Los Angeles Times of August 20, 1973 reported on a study entitled "The Role of Legal Abortion in Fertility Decline: The California Experience" by Dr. June Sklar, a research demographer at UC Berkeley and Beth Bekov, statistician for the California State Department of Health.

They found that in 1971, in the wake of new laws sanctioning abortion, the state's rate of illegitimate births declined 16.3% in contrast to a steady climb in the five previous years. But in 1972, according to the study, the rate dropped only 2.7% from the 1971 level.

Sklar and Bekov stated that the data on teenage illegitimacy suggest that the illegitimacy rate for all women in child-bearing ages "may not continue its downward path much longer." The study also noted that almost half of all black babies and 10 per cent of all white babies delivered in California in 1972 were born out of wedlock.

Until the "answer" to the problem is found, the facts must be faced squarely and educational programs must be provided to reach and help the people involved in an attempt to alleviate problems related to early childbearing.

California Acts

In 1958 the California State Department of Education amended the State Education Code to include home instruction for the pregnant minor under Section 6802 which provided services to the physically handicapped. This generally resulted in providing the homebound pregnant girl with a visiting teacher once a week.

In 1968 the State Department again amended the section on physically handicapped minors to include pregnant girls and provided school districts with the privilege and funds for developing special classes or schools for teenage pregnant girls. Many school districts in the state soon developed programs to take advantage of this amendment, and other school districts are planning to implement the special classes and programs. (See Table 1.)

The special class arrangement is more practical and realistic for the girls than the home instruction where contact is made only once a week. It is possible to provide more educational materials, equipment, and service for special classes than it is for individual home instruction. More important is the fact that the group arrangement provides essential social interaction and probable peer acceptance. In addition, it also seems more healthy emotionally for the girls to have a place to go to outside their homes. Going to school, then, remains a meaningful

TABLE 1

NUMBER OF GIRLS SERVED IN THE PROGRAMS FOR PREGNANT MINORS
IN CALIFORNIA PUBLIC SCHOOLS, 1971-72*

Girls Served	No. Programs Reported	Girls Served	No. Programs Reported
3	2	35	5
4	1	37	1
5	2	39	1
6	2	40	4
7	2	43	1
8	2	45	1
10	3	46	1
11	1	60	1
12	2	64	1
13	3	70	2
14	2	76	1
15	6	85	1
17	1	86	1
18	2	88	1
20	5	90	2
21	2	95	1
23	1	100	1
25 median	5	205	1
26	1	430	1
28	1	663	1
30	2	2000	1
32	2		
34	2		

*Information was provided by 82 school districts in California.

activity of daily life - and sometimes the only stable aspect of life.

Another reason for the definite trend away from homebound education by a visiting teacher is the fact that several studies have shown that far fewer girls complete their high school education when given homebound instruction than when they attend special classes during pregnancy. Also, the special program can serve far more girls and at a cost less than that of homebound instruction, although obviously, the number of girls involved will be a major factor.

The Population to be Served

Even though recognized intellectually that boys and girls begin to mature sexually during their early teens, it is important that it be accepted by adults on the emotional level. Present day mass media provide scintillation, stimulation, and even pornography, readily available, to sway the naive emotions of young people.

The television, newspapers, movies, magazines, etc. can and do play positive educational roles as well. The television special of August 19, 1973 on venereal disease and unwanted teenage pregnancies entitled, "Ignorance: A Clear and Present Danger" pleaded for more sex education for young people.

If the labels of illegitimacy, promiscuity, corruption, contamination, and degeneracy were stripped away, it would be a shocking realization that most of the "villains" are really normal boys and girls experiencing their natural emotions.

Society demands that standards be kept, and most of these criteria are for the benefit of its members; therefore, it is imperative that the members of the society neither condemn nor judge young people, but instead provide the education and services to help them understand their emotions, recognize consequences, and be responsible for their actions.

Girls who become pregnant before 18 years of age are in a very high risk group. They are high risks (1) educationally, (2) medically, (3) socially, and (4) economically.

Educational. The pregnant minor is a high risk educationally because under most present practices, it may mean the end of her education. Without the high school diploma, and with the probability that she has no marketable skill, her chances for becoming a welfare dependent are great. Parenthetically, in many cases the father, too, is unable to complete his education because of the financial responsibility of supporting the mother and child.

Medical. Teenage mothers are high medical risks since pregnancy has often occurred before their own growth has been completed, and their eating habits generally result in nutritional deficiencies. They tend to have a higher rate of iron deficiency, anemia, toxemia, prolonged labor, and premature delivery. Infant mortality rates are three times higher when the mother is under 15 than when the mother is in the 20-24 age group. They also have more premature babies with low birth weights--a condition often associated with handicapping conditions, such as mental retardation. The physiological risks are also accompanied by psychological and emotional hazards.

Social. The pregnant minor is socially handicapped because she is alienated from her peers. If she is neither in school nor working, this may lead to a search for human involvement which could cause repeated childbearing at an age when the risks are very great. Also of concern to educators and society in general is the finding that girls in the under-16 group are more likely than those in the 16-and-over group to have repeat pregnancies out-of-wedlock, and are less likely to marry. Even if the girl is married, the social hazards are great because of the high incidence of divorce among teenage marriages. Further, during the first two years of marriage the presence of a child doubles the probability of divorce, hence leading most likely to public assistance for mother and child.

Economic. There is an economic concern since a majority of this population must go on public welfare. Or, the school-age mother is forced to go to work before educational goals and career training are completed. This lack can result in a low-paying job. Many who have the ability and would have gone to college find themselves forever trapped in a low-income bracket, while at the same time trying to raise a child or children and very often being the sole support of the family. Even if she is married, the likelihood that her young husband completed his career training or education for a profession is slight, and she will be required to work to supplement the family's income.

PROCEDURE FOR STARTING THE PROGRAM

To begin a program in a school district for a community requires planning and support from many people.

The Initiator

The leadership role to see that action is begun has been taken most often by the Director of Special Education in California school districts which have current programs. School nurses, school superintendents, principals, high school deans of women, and concerned teachers also have taken this role.

It is recommended that the initiator visit as many on-going programs as possible. Administrators and instructors who care will be found working in the special classes and will be eager to talk and to help. From these visits it will be possible to build on the experience of those who have overcome the difficulties of beginning a new program. A list of the schools operating in California can be found in the Directory of Educational Programs for Pregnant School Age Girls, 1971-72, prepared by Beatrice E. Gore, Consultant in Education of Physically Handicapped Children, 217 West First Street, Room 803-H, Los Angeles, California, 90012.

Data on Girls to be Served

Data must be obtained about the district and the community with regard to the number of pregnant girls in the schools, the number who are dropping out of school because of pregnancy, the number of girls receiving home teacher instruction, the cost of the home teacher instruction, and whether the girls are returning to regular school after delivery.

Many school districts have been surprised after beginning a special program to find many more pregnant minors enrolling in the school than had been anticipated. This could indicate that school records alone may not be an accurate accounting for the number of girls who leave school because of pregnancy. Another source of information could be the local health department's vital statistics on the number of girls under 18 who gave birth in a single year. Whether or not the pregnant girl is married is not a relevant indicator; the key factor for school districts is whether or not she has graduated from high school.

District Information

Present district regulations must be analyzed with a view toward desirable changes in order to implement the special program.

Legal Knowledge

Knowledge of the California Education Code regarding funding and a review of the Administrative Codes for guidelines are necessary steps in preparing to start a special program for pregnant minors. See Appendix A for a list of California Education Code Sections and Administrative Code Sections, Title 5, relating to special programs.

Community Support

Support is most certainly desirable, if not absolutely necessary, from community resources such as the public health nurses, social workers, probation officers, and adoption agencies. Adolescent pregnancy is a circumstance of life and requires the services of not only education, but also of health, welfare, social agencies, adoption agencies, etc.

The person taking the initiative for implementing the program should work with teachers, school counselors, school nurses, and other individual professional people such as doctors, clergymen, lawyers, youth group leaders, and others so that the goals, objectives, and strategies will be understood.

The initial approach in the community is critical. Community leaders advise that it should not be done with accusations of community failure to recognize a problem and to work on its solution. They suggest an attempt be made to get other persons to say that things need to be changed and what they (or their organization) could do to assist with that change.

It is wise to be armed with facts and figures, not only on the numbers of girls who need to be served and the school district's proposed program, but also on the effects and risks of school-age pregnancy in order to involve agencies and organizations dealing in the areas of health, education, social welfare, and employment.

Advisory committees have been established by several districts to set up the special program and to help establish policies and procedures. They are used to define possible sources of community support, to act as resource personnel, to provide public relations for the community and school board, and to recommend policy changes.

It is pertinent that some of the pregnant girls be involved in the initial planning stages for accurate insights into their special needs.

The school health personnel can be of valuable assistance, not only in identifying the girls who may be in need of special services, but in acting as liaison between the special program and the regular school.

The initiator must be prepared to meet some moral objections from people in the community, the school board, and other personnel in the district. A major defense of the program is the fact that refusing the pregnant girl the opportunity to complete her education may not only be a denial of the girl's rights but it is also one that damages both her and society through increasing her chances of unemployment, under-employment, and thus welfare and dependency.

Goals and Objectives

When the need for a special program for pregnant minors has been defined in the school district, the goals and objectives of the program should be carefully delineated. The following suggestions may be modified to fit the special circumstances of a given school district.

Goal

To provide each pregnant student in the district an opportunity to earn a high school diploma and provide her with a marketable entry level skill for post-delivery employment or further educational achievement.

Objectives

1. To help each girl look positively and realistically at the present and the future and to help her make the best choices in order to begin a worthwhile plan for the future.

2. To encourage each girl to continue her education and graduate from high school, and to aid her in developing future educational or vocational plans.

3. To insure that psychological support and guidance services are available and utilized by the girl.

4. To insure that prenatal and postnatal care information is available and obtained by the girl in an attempt to increase the chance for a normal pregnancy and childbirth, thereby protecting the health of both the mother and the baby.

5. To provide entry level skill in order to permit the individual to become economically self-sufficient.

6. To provide the girl the opportunity to receive specialized instruction, guidance, and care from numerous community organizations specializing in support to minors and young adults, thereby demonstrating a sound inter-agency approach to the girl's needs.

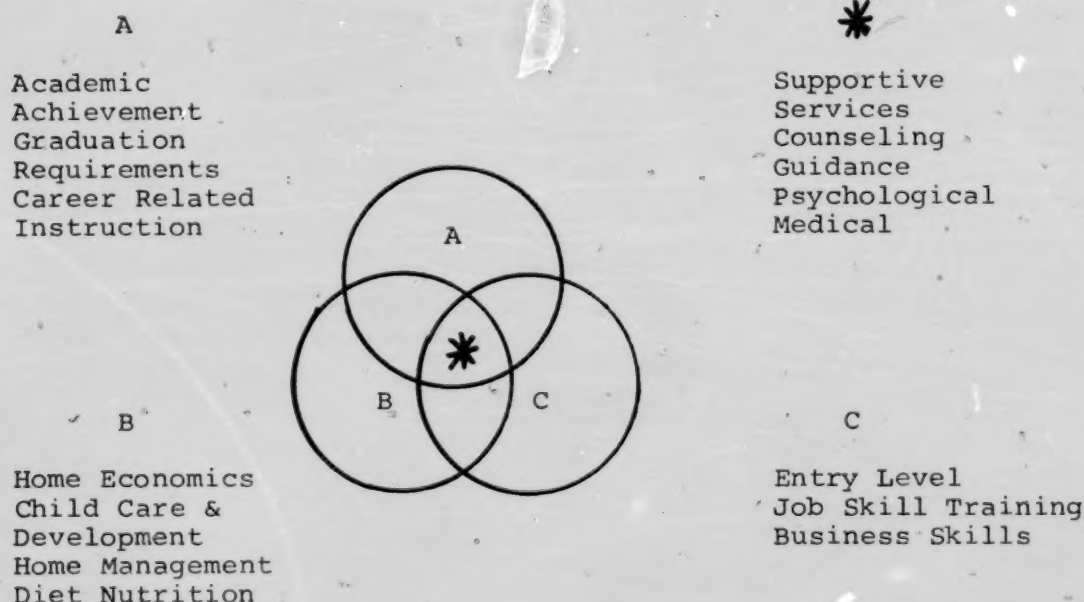


Fig. 1--Diagram illustrating interrelationship of goals and supportive services for the pregnant minor.

Services

Services in addition to early prenatal care, education, and counseling that programs in California are providing in the pregnant minor classes are shown in Table 2.

TABLE 2
SERVICES PROVIDED IN CALIFORNIA SPECIAL
PROGRAMS IN 1971-72*

Services	No. Districts Providing
Career education counseling	68
Career education training	38
Career education placement	24
Prenatal care	79
Postnatal care	78
Birth control information	83
Psychological testing	52
Group counseling	68
Legal counseling	28
Services for the baby's father	22
Services for the girl's family	31

*From a survey of 89 school districts in California.

It may be impossible to achieve all the academic education, career education, health, social and practical goals, but at least the girls can be started on the road to achievement. It is vital to develop a program that will help the girls find a life of decency and self respect. Be sure what comes through is that someone does care!

Names of Programs

For identification purposes, a name needs to be chosen when action for a program is first started. It should not be stigmatized by using the term "unwed mothers" and the program should not be designed only for the unwed mothers. There may be as many as half of the girls in the program who will be married before their child is born.

School Districts throughout California have chosen innovative names for their pregnant minor classes. In answer to a survey, 50 school districts favored all programs having the same name in the state. Teen Mother Program had been chosen by more districts than any other name. Other favorite names used were Cyesis Program, School Age Mothers, Expectant Mother's Program, Pregnant Minors, Young Mothers, and Teen Age Mothers. It must be remembered, however, that the term used by the California Codes and state literature is "pregnant minor."

Funding

Reimbursement in California at the present time can be received from state funds to the school districts through provisions for funding of the physically handicapped. Governor Reagan signed Assembly Bill 1267 in July, 1973 which superseded the funding established by Senate Bill 90, approved in 1972.

Education Code Section 6802 provides a foundation of \$950.00 per unit of average daily attendance (ADA) plus an excess cost allowance of \$7500.00 per class, with the maximum number of 20 allowed per class. Therefore, if a school district had an ADA of 12, the state support would be \$18,900.00 ($\$950.00 \times 12 + \$7500.00$); the school district with an ADA of 38 would receive \$51,100 ($\$950.00 \times 20 + \$7500.00$ for one class and $\$950.00 \times 18 + \$7500.00$ for the second class). School districts may also receive funds under the Elementary and Secondary Education Acts, Title I, education for disadvantaged, local funds, and community services.

Funding provided by the State of California, Education Code Section 6802, as amended by AB 1267 of July 1973, is as follows:

<u>Programs Authorized</u>	<u>Ed. Code</u>	<u>State Support</u>	<u>Title 5</u>
Special Day Class			
(a) Self-contained	6802.1	\$26,500.00*	18102
Individual Instruction	6802.1	1,300 ADA	18102.9
Other Remedial			
Instruction	6802.1	2,000 ADA	18102.9
Remedial Physical			
Education	6802.1	775 ADA	18102.9
Driver Training	17305.7	200 Pupil	
Transportation	6807-8	389 ADA	18060

*Per full class of 20 ADA

The attendance of the girls is very important to the financial part of the program, because, of course, their attendance affects the amount of state support the school district will receive.

TABLE 3

POSSIBLE BUDGETS FOR PREGNANT MINOR PROGRAM
ACCORDING TO AVERAGE DAILY ATTENDANCE (ADA), 1973-74

<u>Income from California State Support*</u>		<u>Proposed Expenditures</u>	
ADA of 12	\$18,900.00	Teacher Salary	\$10,000.00
		Instructional Aide	4,500.00
(\$950.00 X 12 + \$7500.00)		Books & Supplies	500.00
		Facilities (Rented)	2,000.00
		Equipment	600.00
		Instructional Supplies	400.00
		Custodian Services	900.00
			\$18,900.00
ADA of 22	\$35,900.00	Teachers Salary (2)	\$22,000.00
		Instructional Aide	4,500.00
(\$950.00 X 20 + \$7500.00		Books & Supplies	1,900.00
+ \$950.00 X 2 + \$7500.00)		Facilities (Rented)	2,000.00
		Equipment	2,000.00
		Instructional Supplies	2,000.00
		Custodian Services	1,500.00
			\$35,900.00
ADA of 38	\$51,100.00	Teachers Salary (2)	\$22,000.00
		Instructional Aide	4,500.00
(\$950.00 X 20 + \$7500.00		Books & Supplies	4,150.00
+ \$950.00 X 18 + \$7500.00)		Facilities (Rented)	2,000.00
		Equipment	8,500.00
		Instructional Supplies	7,950.00
		Custodian Services	2,000.00
			\$51,100.00

*In addition to the basic funding, transportation is covered by state funds at \$389.00 per unit of ADA, and driver training funds are available from state funds in the amount of \$200.00 per student who completes the training.

Nursery

Determination should be made at an early date whether the program will include the aspect of allowing the mother to bring her baby to school if she has not completed her high school education by the time the baby is born.

If this is made a component of the program, an equipped nursery will be necessary. It can also serve as a laboratory where the girl learns to care for her baby. The young mother very often has no one willing to baby-sit everyday while she goes to school; therefore, the opportunity to bring the baby to school with her will be another enabling factor toward the high school diploma. However, special attention must be given to the regulations in the health, safety, and fire codes.

After the baby is four months old, it is possible that a child care center in the area could be identified which would care for the baby while the mother attends classes.

If the district elects not to include the nursery as a part of the program, it must be anticipated that more girls will drop out than would otherwise. One argument against having the nursery as a part of the program is that it might encourage the girls to keep their babies when personal circumstances dictate that it would not be the wisest choice.

Site and Facilities

The site that is selected for the program will depend upon what is available, with the state restriction mandating that it be "separated from the regular day classes." Many districts have chosen the continuation school campus and have given reasons for that choice which include: (1) space was available, (2) instructors from continuation school were used in the program, (3) administrative convenience, and (4) to keep girls in a school setting and available to the school nurse.

Other districts have chosen relocatable buildings, church facilities, YMCA buildings, YWCA buildings, district-owned houses, the adult education campus, girls' clubs, community centers, recreation centers, hospitals, and Salvation Army facilities.

In California where many districts are faced with the closing of schools because of decreasing enrollments, it is very often a mutually satisfactory solution to adapt the building for use by a pregnant minors program.

The building that is selected should have space so adaptation and improvements can be made to make it functional, since the program will comprise most of the regular school functions, as well as very special ones for pregnant girls.

Space should be sufficient to permit group presentations, including a room which can be darkened for viewing films.

Since the programs have to be designed and adapted for each individual girl, she will do a great deal of independent studying. Therefore, quiet, individual study areas must be provided.

Far enough away so as not to be disturbing to those in the study areas should be the business education room fully equipped with typewriters, adding machines, duplicator, and other business equipment, as available.

An equipped kitchen with range, sinks, and ample space for refrigeration and storage is necessary, and a sewing room is desirable.

A nursery room should be close by and equipped with cribs, rocking chairs, and other baby equipment, if the district has decided to add this aspect to the special program.

It is important that there be a place where a girl can talk privately with an instructor, counselor, nurse, or social worker, since emotional situations will arise. This could be in the office or offices which should be furnished for the teachers.

Bathroom facilities should be located as close as possible to the other rooms since "morning sickness" has been known to last all day. Likewise, a quiet area containing a cot or bed should be provided.

Equipment and Supplies

The kind and amount of equipment needed for the special classes for the pregnant minor depend upon the site that has been chosen for the program. The following is a

list of equipment that is suggested as being important to a program:

Typewriters
Adding machines
Cash register
Duplicating equipment (both for training purposes
and for use by teachers)

Study tables/dining tables
Chairs

Bulletin board
Chalkboard
Audioc-visual equipment
Microscope and biology laboratory equipment
Art equipment
Book shelves

Equipped kitchen (If a dishwasher can be installed,
it will prevent many discussions about whose
"turn" it is to do the dishes.)

Steel file cabinets with locks for official records
Telephone
Teachers' desks and chairs
Storage cabinets with locks

Sewing machines
Iron
Ironing board
Large table

Cots to rest on
Exercise mats
Tote trays
Scales

Baby equipment (if this aspect of the program is
implemented)

The supplies needed will include the following:

1. Standard supplies provided to students in regular classes including textbooks for English, history, biology, mathematics, home economics (clothing and foods), business subjects, arts and crafts.

2. Reference books such as encyclopedia, dictionaries, and maps.

3. Paperback books and pamphlets, particularly on subjects of pre- and postnatal care, child care, nutrition, adoption, abortion, etc. (See Appendices B and C.)

4. Stationery supplies as required by the teachers.

Enrollment

Registration requirements for entrance into the pregnant minor program include a verification of pregnancy signed by the girl's physician and a consent to attend the program signed by the parent or person legally responsible for the girl if she is unmarried, or by the girl herself if she is married. (Examples of forms are included in Appendices D and E.)

Students must attend a minimum school day which is 240 minutes as defined by the Administrative Code, Title 5, Section 2610.

Since pregnancy is not a permanent condition, the enrollment will not be stable. The girls enter and leave the program at various times throughout the year. The length of time a girl remains in the pregnant minor classes is dependent upon the delivery date or upon the recommendation of a licensed physician and surgeon. Some districts have limited re-enrollment in the program following delivery not to extend beyond the end of the school semester during which delivery occurred, at which time the student is recommended for return to the former school or to the district's continuation school.

However, enrollment can be continued upon the written recommendation of a licensed physician and surgeon (California Administrative Code, Title 5, Section 3642). If this recommendation continues to be given by the doctor, it is possible for the girl to remain in the special program for several years. Each school district should analyze this possibility and adopt a termination policy at the time the program is started based upon the criteria of what would be most beneficial to the girl involved.

School districts in California have made the following policies regarding the length of time a student can be enrolled in a pregnant minor class:

1. Until she delivers
2. End of semester following delivery
3. Until physically and emotionally prepared to return to regular school

4. Graduation
5. Marriage
6. Six weeks postpartum
7. Maximum time - one year
8. Doctor's recommendation

Grade Span

Each district must decide what grade spans it can serve. The grade span in the state for these special classes varies to include students from the sixth grade through the twelfth grade. The majority of the programs serve students in grades 9 through 12.

TABLE 4

GRADE SPAN SERVED IN SPECIAL PROGRAMS IN CALIFORNIA, 1971-72

Grades	Programs
6-12	2
7-12	10
8-12	17
9-12	54
10-12	5
Total	89

Girls under age 16 require quite a different program from those over 16. The concept of motherhood is often beyond the young girl; attention span in any subject area is noticeably shorter, more individual time of the teacher is required along with more repetition of course content; and her pregnancy is less likely to be the result of a love relationship and more likely to be the result of disturbed family relationships; therefore, much more individual counseling time will be required.

Report to Superintendent
and Board of Education

When the aforementioned information has been accumulated, basic decisions made, and the extent of community support defined, a written report should be compiled for the superintendent of the school district, and through him to the board of education. This report should include the philosophy of the program, recommended title, data regarding the number of girls expected to enroll, the funding of the program, the housing of the program, legal bases and guidelines, and the design of the program curriculum. It is vital for the decision makers to understand the need and the benefits, to accept the proposal, and to adopt the program.

A time schedule for accomplishing the opening of the special program should be established which could include:

1. Approval of the board of education for the program and the budget.
2. Negotiations for the site.
3. Filing of the State application.
4. The purchase of equipment and necessary remodeling of agreed upon facilities.
5. The screening and hiring of teachers.
6. Enrolling of the students.
7. Beginning date for classes.

Remember that no new program starts with everything exactly as you would like it to be--there should be and will be changes, modifications, and growth! Don't be afraid to start with old equipment and second-rate facilities. The fact of the program's existence, plus its demonstrated successes, can be used to persuade community organizations and agencies and doubtful school officials to participate and cooperate in the future.

Publicity

It is important to be certain all district central administrators know full details of the program as well as every faculty member and nurse at the junior and senior

high schools of the district. A personal contact is desirable, if possible.

A descriptive brochure or handbook should be prepared as soon as possible after the program is approved. It should contain the goals of the program as well as the following:

1. Who is eligible
2. Where the program is located
3. Hours of classes
4. Courses of study offered
5. Transportation available
6. How to receive information to enroll

These brochures should be given to the junior and senior high schools, service agencies, and interested professional people. They can also be left where students can pick them up for information for themselves or to give to a friend. The medical and parental consent forms should be available to all persons likely to come into contact with a pregnant minor.

An Open House shortly after the opening of the program will inform people in the community and the school district about the program and give them an opportunity to see the facilities.

The press can help the program or almost destroy it. It is probably best to wait until the program has been in operation for a time before giving out press releases.

After the program is established, you will find that the girls attending or those who have attended the program are the best sources of publicity.

THE CURRICULUM

In addition to providing the courses of study to enable the girls to continue where they left off in the regular program, some special classes are desirable - and necessary.

Academic Program

In an attempt to offer pregnant minors a secure and realistic alternative to dropping out of school or falling behind in their normal educational pursuits, more and more school districts are offering a special program designed specifically for these girls. In these special programs, girls are admitted at any time during the school year; thus, educational demands upon the program are different from those normally encountered by regular school situations.

Appropriate instructional materials should:

1. Relate to the students
2. Provide for initial success
3. Give a stimulating first impression
4. Allow for absences
5. Serve a diversity of learning abilities
6. Keep within the educational budget.

The program, of necessity, must be designed on an individual basis, and each girl's academic work must be scheduled to start where she left off in the regular school. Many of the girls behind in grade level can be brought closer to the level of their classmates through individualized instruction and remedial programs. Additionally, such attention can modify attitudes in a positive direction toward school in general.

When a girl enrolls in the special program for pregnant minors, a copy of her records should be obtained from her original school, along with an analysis from her teachers on where she is in her studies in the various classes.

This information is used to counsel with the girl and design her "prescription" for individual learning. Some districts use the "contingency contracting" concept and in joint planning with the girl, a schedule of course work is agreed upon and a contract stipulating completion dates is signed.

Following the patterns of most high schools, the day can be divided into five class periods. A "Time Sheet" can be used on which the student indicates how she plans to complete her work for that day. The instructors are requested to verify at the close of the day that the student completed the agreed upon assignments in the five classes. This document can serve as a valuable record of attendance and progress. By definition, the "Time Sheet" will be different for every girl, and may even be different every day for a particular girl.

The credits earned in the special program must be equal to the district's standards so they will be accepted by the girl's previous school should she return there to complete her high school work. A high school diploma is granted by the school district to students who meet the district standards, and the girls in the pregnant minors program are no exception. It is recommended that the original school issue the diploma to the girls who complete requirements rather than having diplomas issued by the special program.

Family Living Class

The academic program must be supplemented by counseling and guidance, instruction in the areas of prenatal care, postnatal care, infant management, family planning (Administrative Code, Title 5, Section 3644). These subjects can be offered in a special class and it can be called "Family Living," "Home Management," or "Modern Living," but it is important that this class be required of every girl who enters the program.

The family living class should be designed specifically for the school-age pregnant girl. The content of the class work must be flexible since the 13-year-old girls need different training from that required by the 18-year-old girls. An outline for such a class could include the following:

- I. Reproductive system
 - Physiology of menstruation
 - Conception
- II. Nutrition
 - Diet--before, during, and after pregnancy
 - Consideration to cultural eating habits
 - Toxemia and salt retention
- III. Pregnancy
 - Pregnancy alternatives
 - Physical changes in the body
 - Emotional changes
- IV. Labor and delivery
 - Signals of possible danger
 - Early signs and beginning of labor
 - Patterns of labor
- V. Postpartum period
 - Physical changes in the body
 - Emotional changes
 - Family planning
 - Birth control
- VI. Medical problems
 - Contagious diseases
 - 1. Venereal diseases
 - 2. German measles
 - Dangerous drugs
 - Sickle cell anemia
- VII. Infant and Child Care
 - Feeding
 - Bathing
 - Handling
 - Teething
 - Clothing
 - Immunization
 - Common illnesses and first aid

Professionals from various community agencies may be invited to participate in the sessions to give lectures and lead discussions. A public health nurse can act as liaison with the medical community.

In addition to films, lectures, and discussion periods, a field trip to the obstetrics department of the local hospital can be an educational experience which will eliminate some of the fears which the girls will have. (For suggestions of additional field trips and films, see Appendices F and G.)

Nutrition

Especially important is the need to stress nutrition and the necessity for a good diet during pregnancy. It is a known fact that the diet of teenagers is very poor, regardless of the socio-economic status of the family. The problem is not always one of poverty. The most poorly nourished group in America is probably the middle-class teenage girls who subsist on a skimpy, unbalanced, high carbohydrate diet.

The National Institute of Child Health and Development reports evidence that:

1. When a fetus receives inadequate nutrition, the infant is born small.
2. Up to 50 percent of prematurely born infants grow up with an intellectual competence significantly below that of others of their age.

At a recent American Medical Association Quality of Life Seminar, it was stated that one of every four pregnancies in the United States involved a malnourished female.

A large majority of the girls who enter the special programs will have a low nutritional reserve and poor dietary habits. Breakfast is often skipped, several colas and snacks are consumed throughout the day, and because of her pregnancy, the adolescent girl's nutritional problems become greater and her other physical problems can be compounded by poor eating habits.

Visiting speakers, films, nutrition units, and discussion may also help girls to realize that it does matter what they eat for the good of their body and the good of their baby. In addition, it has been found that requiring the girls to keep a record of food consumed during a 24-hour period has made them cognizant of whether they have met the basic nutritional requirements necessary for good health. See Appendix H for a sample chart for girls to complete.

The girls must be taught not only how to improve their own eating habits, but how to care for their child in a nutritionally sound way.

Nutrition has been stressed by providing a lunch for the girls in 65 per cent of the programs in California.

In addition, it has been found that providing a nutritional breakfast for these pregnant girls has fulfilled a real need. Most of the girls arrive at school without having had breakfast and by the mid-morning sessions are hungry, listless, irritable, and lacking incentive to concentrate on their studies.

Therefore, it is strongly recommended that school districts establishing a program for pregnant minors consider the benefits to be gained by providing not only lunch but breakfast for these girls. In many instances, these will be the only well-balanced meals the girl will have each day; and the cost will not be large if wholesome but economical menus are planned. The pregnant minor programs can establish eligibility to receive surplus commodities and can participate with the district's school cafeterias in bulk buying at discount prices.

Some of the benefits to be built into the program, besides the good health of mother and infant, include involving the girls in menu planning, making wise choices while grocery shopping, properly storing the purchases, correct procedures in meal preparation, table setting, and kitchen maintenance. This training will not only fulfill requirements for the "Foods" or "Home Economics" courses, but in time will benefit girls' future family situations.

Business Training and Career Education

A business training program should be designed individually for each girl so she may learn the skills which will help her to become economically independent. Whether she plans to go to college, be a full-time homemaker, or go directly into the labor force, there is some basic business training necessary for success.

Specific training can be given in typing, duplicating, filing, bookkeeping, operating adding machines or cash registers, answering telephones, making out sales tickets, and keeping various kinds of records.

Information should be provided on career opportunities and how to apply for a job. The local Human Resources Development Department of the State of California can provide information and valuable assistance, as can an understanding private employment agent.

If a girl has strong interests in an area which cannot be provided in the special program, such as cosmetology, operating a switchboard, airline stewardess, stenotype, telephone operator, key punch operator, nurses aide, waitress etc., assistance should be given to her to find the local schools or agencies providing the training, and to help her seek financial aid or a scholarship in order to attend. Her training in these areas will often qualify under career education provisions for credit toward her high school diploma.

Counseling and Guidance

Counseling is an important part of the curriculum. It is needed on both individual and group bases to enable the girls to better understand themselves and to provide the opportunity for sharing of mutual concerns. The self image of the pregnant teenager often needs improvement. By giving her an opportunity to talk over her problems with an understanding adult and to explore her attitudes and feelings, she can be helped to a fuller realization of herself and her potentials. Individual attention imparts the feeling that someone cares. The program should be flexible enough so that the girls may request help for their crises and problems at any time of the day.

Counseling services for the girls in the program may be provided by the teachers in the program, the school district psychologist, a high school guidance counselor, volunteers from a community agency; or services may be contracted for from an agency in the community. Some agencies to contact regarding their availability for counseling service to the girls in the program are: Children's Home Society, Salvation Army, Family Service Association, counselors at the County Medical Center, or other social work agencies.

Appropriate, personal counseling can result in more realistic decisions being made by a girl regarding her unborn child, by helping to alleviate some of the emotional problems which may have led to the pregnancy,

and by improving relations with her family and peers. She must be guided to make a decision she can live with the rest of her life.

It takes a good deal of time for a feeling of trust to develop between the girls and the counselors. Immediate results are seldom achieved and sometimes at first antagonistic attitudes toward the process will be shown by the girls. However, counselors who are deeply concerned for the welfare of these teenage girls will find great satisfaction with the positive changes which will occur.

Home Economics

The home economics classes should be designed to meet the unique needs of the pregnant minor girls. Course content offered in the home economics departments in the district should be made available to the girls in addition to the family living class which should be required of each girl entering the program.

Food Classes. The goal of the food classes will be to develop appreciation of the importance of nutrition while the student is pregnant and perhaps a nursing mother, and to be a guide to her in selection of nutritious meals and snacks. The classes should also prepare her for feeding infants and children.

Suggested topic outline includes:

- I. Orientation
 - Measurements
 - Reading recipes
 - Menu writing
 - Safety and cleanliness
 - Table setting
 - Dishwashing and clean up
- II. Nutrition
 - Needs of pregnant girls
 - Selecting nutritious snacks
- III. Breakfast
 - Need for breakfast for pregnant girls
 - Planning nourishing breakfast

- IV. Lunch
 - Importance in good nutrition
 - Planning nourishing lunches
 - Preparing nutritious lunches for girls in program
- V. Dinner
 - Menu planning
- VI. Marketing
 - Comparison shopping
 - Seasonal foods
- VII. Meals for infants and small children
- VIII. Storing
 - Refrigeration food storage
 - Cupboard food storage

The lunch period can be one of the important features of the program. The girls can plan the lunches, shop for the groceries under the guidance of the instructor, and prepare the lunch. A budget must be set for the girls. The lunch time has been found to be a time when the girls talk over their problems with each other. It is also an excellent time for school district personnel, interested persons from community services, and the girls' families to see the program and talk with the girls. A luncheon for the graduating seniors can be a project that the girls will enjoy.

Clothing. The curriculum for the clothing classes should enable the girls to develop sewing skills necessary to reach a goal that is satisfactory. It should make the girls aware that they can construct a garment at savings in comparison to a ready-made garment. The classes can give the girls an opportunity to construct the maternity and baby clothes needed.

A brief course outline includes:

- I. Use of equipment
- II. Selection of maternity clothes
 - Patterns
 - Sizes
 - Designs
 - Fabrics

III. Construction

- Cutting
- Marking
- Fitting
- Pressing
- Zippers
- Buttonholes
- Hems

IV. Care of clothes

- Laundrying
- Stain removal
- Clothing repair
 - Mending
 - Altering
 - Lingerie repair
 - Shortening and lengthening

V. Baby clothes

- Flat fell or French seams
- Piping a neck or sleeve edge with bias

Personal Management

Consumer economics, home management, personal finance, or a class designed to enable the girls to better evaluate what they buy should be available to all girls in the program.

Topic areas to include would be:

I. Goals and resources

- Selecting life goals
- Determining resources for achieving goals
- Selection of job appropriate to individual
- Preparation needed for job

II. Money management

- Budgeting sensibly
- Use of credit
- Using a bank
- Selecting housing
- Purchasing food, clothing, home furnishings, major appliances
- Interpreting guarantees
- Signing a contract

III. Protection

- Buying life insurance
- Buying health insurance
- Seeking assistance, if needed (welfare, unemployment, food stamps, medical aid, child care, etc.)

IV. Transportation

- Buying a new car
- Buying a used car
- Car repairs
- Car insurance

Child Development

The child development class should be made available to the girls who make the decision to keep their babies. The class should give the girls a functional understanding of the basic concepts of child development and prepare them for their roles as parents. It has been found that the girls need preparation for parenthood. If a child care center is a component of the program, or there is one nearby, it can give the girls a place to gain experience working with the children.

Areas to be covered in the child development curriculum should include:

I. The infant

- Mothering
- Love
- Security
- Emotional development
- Physical development
 - Eyes
 - Movement of hands
 - Teeth
 - Gross motor development
 - Fine motor development
- Physical environment
- Physical routines
 - Bathing
 - Dressing
 - Feeding

II. The toddler

- Physical growth patterns
- Language
- Thinking

Self-awareness
 Social play
 Environmental needs
 Provisions for meeting needs

III. The two-year old
 Physical growth patterns
 Social development
 Environmental needs
 Provisions for meeting needs

IV. The three-year old
 Physical growth patterns
 Language
 Thinking
 Self-awareness
 Emotions
 Body expressions and control
 Provisions for meeting needs

V. Essential for fostering growth in young children
 Parents are important
 Children develop differently
 Children have rights as individuals
 Children need freedom
 Children need structure
 Cultural background of children must be respected

Driver Training

It is desirable to offer driver training to the girls in the pregnant minors program, and provisions for doing so have been made by 67 percent of the programs in California. Education Code Section 17305.7 provides the district with \$200 for each pupil completing driver training.

Physical Education

Education Code Section 18102.9 makes provision for remedial physical education. As with other aspects of the special program, the physical education class should be designed especially for the pregnant girl. Volunteers from medical organizations interested in preparation for child-birth may be invited to the program to help with prenatal and postnatal exercises, if remedial physical education is

not available. Some of the topics covered could be:

1. What to expect during pregnancy, labor, and delivery.
2. Exercises for general well-being and muscle control to prepare for childbirth (and to help recoup that youthful figure).
3. Breathing techniques to lessen or eliminate difficulty during labor and delivery.

A permit slip from parent, guardian, or married girl to allow girls to participate in exercises must be secured and kept on file.

An overview of the Curriculum which could be offered to the students enrolled in the pregnant minors program, might be summarized as follows:

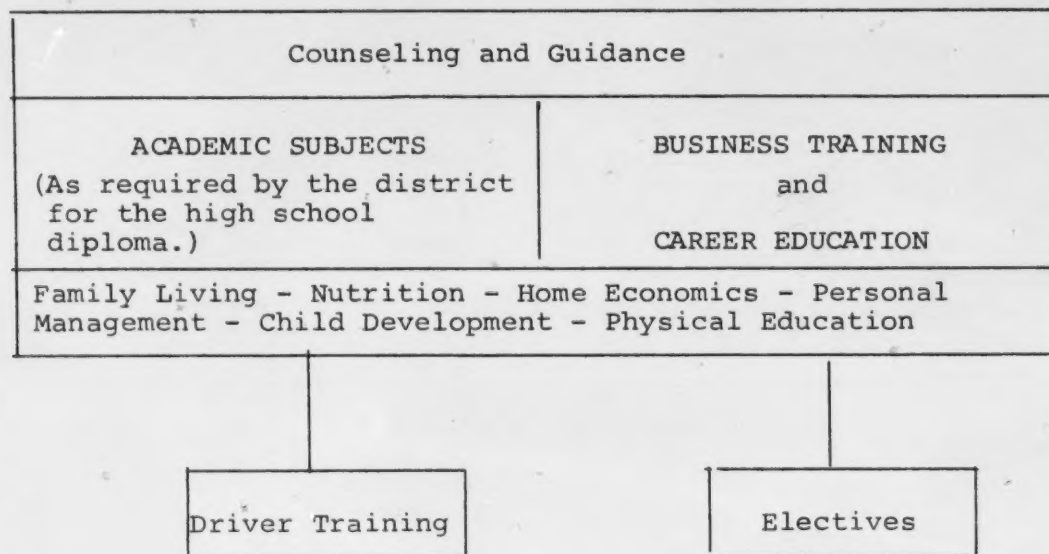


Fig. 2--Summary of Curricular Offerings

PERSONNEL

Obviously, the personnel involved will have the greatest effect on the quality of the program since any program reflects the people who staff it.

Administrators

Each school district will place the administrative work for the special pregnant minor program in the office that best fits its particular organizational plan. Generally, this will be in the office of the initiator.

A principal or director for the program must be selected. The continuation high school principal often is chosen to administer the special program, especially if it is located on that campus. The position must be assigned to an administrator who knows and believes in the philosophy of the program and who is willing to spend the extra effort needed to administer the program, to be knowledgeable of its needs, changes, successes, failures, and growth, and to handle any adverse criticism from the community or district personnel, as well as to serve as the liaison person with the superintendent and the board of education.

Teachers

Credentialed teachers must be employed (Administrative Code, Title 5, Section 3610), but no special certificate is required. Under the direction of the credentialed teacher, assistants or teacher aides may be employed for certain duties. Graduate students in the areas of counseling, social work, and career education make excellent part-time workers. The girls seem to relate to them extremely well, and their interest and enthusiasm are contagious.

Most important, the instructors must believe in the goals and objectives of the special program. Because of its unique circumstances the teachers will become involved in the personal lives of the students enrolled. These teachers need to be flexible, energetic, sensitive people who are able to show the girls that they really care, are able to respond to the varied needs of the girls, and are capable counselors. They must be motivated to personally contact girls who have been absent and to offer

assistance because they especially care about the girls, and also because attendance is important to the program since the amount of fiscal support is determined on average daily attendance. Therefore, a decrease in State aid might jeopardize the entire program.

Since the homebound instruction assignment seems to be an unappealing one for many instructors, it is possible to transfer those teachers into the special program. Also, other teachers are often attracted by the opportunity to work with a challenging population on full-time or part-time basis. Since this employment would be by choice rather than administrative order, the attitudes of the teachers toward the girls may be more sympathetic and their teaching capacity greater.

Unless the program is very large and many instructors can be employed, the teachers need to have some training in several areas since the program calls for academic subjects, business subjects, home economics (foods and clothing), counseling, arts and crafts, and physical education. If there are many Spanish-American students in the program, it would be beneficial to have a bilingual teacher.

The background and training of the teachers will vary, but operating programs in California employed more teachers with a home economics background than any other field. Other teachers had training in nursing, special education, counseling, and social work. The number of instructors in the programs in California ranges from one to thirty-five. Many have only one instructor, but the more instructors a program has, the more varied is the program which can be offered.

It is possible to have a successful program with one full-time teacher/director supplemented by specialized teachers for one hour each per day, if there are only a few girls in the program. For instance, if the teacher/director handled the family living class and the home economic subjects, including directing the preparation and serving of breakfast and/or lunch, a teacher could be assigned for one hour to direct the studies in the business subjects, and another could instruct in the academic subjects. Except for a few general presentations, the work of the girls is on individual basis since they will not be at the same level of work or even in the same grade. The driver training, of course, will be

conducted by a specialized teacher, and volunteer experts from the community can direct the physical education.

Aides

An instructional aide will be invaluable to the program. The duties of the aide may include taking attendance and preparing attendance reports, recording grades, typing report cards, helping with remedial work, and caring for infants, if the mothers are in the classrooms. The aide can work also on accumulating data from girls who have left the program. The data can be used for annual reports and will facilitate the analysis and evaluation of the program.

It has been found that employing aides who were former students of the program and are confirmed advocates is worthwhile. They will be familiar with the program and they relate well to the girls. They can be an asset to the program, but it also may give them work experience which they need to enable them to obtain future employment.

Volunteers

Many programs benefit from the help of volunteers. They can be called on for assistance with remedial work, for transportation for field trips, for arts and crafts projects, for instructing in exercises, and for care of infants. It is advisable to invite a variety of professionals to be guest speakers on the subjects of nutrition, legal rights, health and safety, child care, family planning, money management, etc.

TRANSPORTATION

One of the keys to the success of a special program for pregnant minors in California is to provide transportation for the girls to school and return to their homes.

Special funding is authorized by Education Code Section 18060, but it is limited to the period between the fifth month of pregnancy and delivery, unless the distance exceeds two miles or unless a licensed physician and surgeon finds that walking is inimical to the health of the expectant mother or developing child. The State support is \$389 per student.

Transportation is provided by 83 per cent of the school districts operating special programs in California at the present time.

If the school district contracts with a bus company for services, it should be pointed out that the number of passengers will vary from month to month, and the distance to be traveled will change regularly. The bus route will have to be adjusted whenever girls enter or leave the program since they should be picked up at their homes and returned there after school.

It is recommended that small buses be used instead of one large bus so that girls will not have to travel far each morning and evening. Also the large buses can be rough riding for the girls when they are in their final months of pregnancy.

YOUNG FATHERS

The problem of the pregnant school-age girl involves not only the girl but also the infant and the young father. To date the young father has had very little support in the way of specialized programs. He is seldom talked about and rarely studied. In fact, there has been only one study on the unmarried father for every thirty studies on the unmarried mother.

An effort should be made to reach the young father since it has been found that he is usually a boyfriend of long standing and the girl is still seeing him and may eventually marry him. Statistics show he will be approximately the same age, at the same grade level in school, and in the same socioeconomic status as the girl.

The counseling service should be open to the father as well as to the mother. He is likely to be very concerned and carrying a tremendous amount of guilt and anxiety. Counseling sessions may be scheduled in conjunction with the girl, or they may be on an individual basis.

In one program a social worker counseled with 63 fathers (32 of whom married the girls) about further schooling, marital and family problems, and helped them get jobs. The counselor found that even though many of these fathers were still high school students, they wanted to help the girl and the baby if possible and did not deny their responsibility toward the girl and the child.

One program found that a "family pot luck" held in the facilities of the program to which relatives were invited was an excellent way to demonstrate the positive emotional climate of the program and to break down some community barriers and prejudices.

A young fathers and fathers-to-be night was undertaken by another program. The main purpose was to show a film on childbirth. The film chosen by the girls to be shown was, The Story of Eric. A question and answer time after the film helped to alleviate many of the fears which had been manifested by the fathers. Refreshments helped put everyone at ease and gave a time for socializing.

PROBLEMS

Some of the problems which can be expected in a special pregnant minor class will include:

1. Excessive absences due to physical problems or baby's illnesses.
2. Cliques among girls who have known each other previously or have come from the same school, and groupings based on ethnic backgrounds.
3. Depression caused by social and emotional problems.
4. Discipline problems.
5. Difficulty in maintaining incentive in the girls to study when the classroom atmosphere is more relaxed than what they have experienced in the regular schools.
6. Pressure from some girls to try to change the decision of others regarding keeping the baby or relinquishing it.
7. Tempers which may rise easily.
8. Dependent upon the ethnic make-up of the community, it may be necessary that special actions be taken to be sure the program is not labeled as one for a special racial or ethnic group only. As shown in Table 5, girls from all ethnic groups enroll in pregnant minors programs.

TABLE 5

PERCENTAGE DISTRIBUTION OF GIRLS BY ETHNIC BACKGROUND
IN CALIFORNIA PROGRAMS FOR PREGNANT MINORS, 1971-72

Statewide Distribution of Secondary Students in Regular Programs*		Statewide Distribution of Pregnant Minor Program Students**		Comparative Rate of Enrollment
Black	8.2	Black	15.13	1.74
Spanish Surname	13.6	Spanish Surname	23.69	1.74
Oriental	2.3	Oriental	.20	.09
White	74.6	White	60.57	.81
American Indian	.4	American Indian	.25	.63
Other Nonwhite	.9	Other Nonwhite	.16	1.78

*State Department of Education, grades 9-12

**From 77 programs in the State of California

PROFESSIONAL ORGANIZATIONS

National Alliance Concerned with
School-Age Parents (NACSAP)

NACSAP was formed in Washington, D.C. in 1970, and membership for personnel working in special programs for the pregnant minor is recommended. The purposes of NACSAP are stated as:

1. To improve comprehensive services for school-age parents through upgrading the quality of existing community-based programs for school-age pregnant girls and through advocating the establishment of additional services and programs.
2. To work cooperatively with groups with similar interests on behalf of school-age parents, and where appropriate, to stimulate national awareness and action.

The mailing address for NACSAP is 804 University Avenue, 2nd Floor, Syracuse, New York, 13210.

California Alliance Concerned with
School-Age Parents (CACSAP)

In December 1971 a California branch of NACSAP was formed which later became the California Alliance Concerned with School-Age Parents (CACSAP). Its objectives are stated briefly as:

1. To stimulate and make communities and social agencies aware of the need for political and financial support to aid in the expansion of services to teenage parents and their children.
2. To act as consultants to new programs for school-age parents and advocate the establishment of comprehensive programs.
3. To provide guidelines, develop inservice training, stimulate interest, and work cooperatively with groups for social action.

For additional information regarding CACSAP, contact President Georgiana Selsted, 3127 Loma Vista Road, Ventura, California, 93001.

Consortium on Early Childbearing
and Childrearing

The Consortium is a federally funded research utilization and information sharing project being carried out under the auspices of the Child Welfare League of America, Inc., in cooperation with the University of Pittsburgh and Yale University. The Consortium's focus is on helping communities throughout the United States establish and improve services to school-age pregnant girls, young fathers, and their infants. Attention is also given to the development of measures aimed at preventing pregnancy in adolescence. The Consortium offers consultation, sponsors conferences and workshops, and distributes publications to those interested in finding solutions for the problems of young parenthood.

Correspondence should be addressed to The Consortium on Early Childbearing and Childrearing, Suite 618, 1145 19th Street N.W., Washington, D.C., 20036.

National Council on
Illegitimacy (NCI)

The work and purposes of the NCI fall into three major areas:

1. To promote services that will meet the needs of unmarried parents, their children, and, if necessary, their families.
2. To prevent the social problem of illegitimacy.
3. To achieve a public policy that will assure constructive community attitudes toward the problem.

NCI is sponsored by the Child Welfare League of America and Family Service Association of America. Membership in NCI includes a subscription to the quarterly NCI Newsletter, copies of published material as issued, and priority in obtaining information and consultation services. For information regarding organizational or individual membership, write Director, National Council on Illegitimacy, 44 East 23rd Street, New York, New York, 10010.

EVALUATION

It seems to take a minimum of three years for a program to reach a satisfactory operating level. This should be the time for a comprehensive evaluation report to be prepared. Even though at the end of each year of operation an annual report may have been filed, it takes three years of experience and follow-up with the girls to be able to make a definitive evaluation of the program.

Information must be accumulated from the very beginning of the program, and an annual report is an excellent way to retain the facts about the number of girls served, number who returned to regular classes, ethnic classifications, number of births, number of birth defects, services provided, activities carried out, composition of the staff, and budget analysis.

However, in addition, an evaluation should contain follow-up information on the girls such as:

1. Have they graduated?
2. Are they still in school or did they drop out?
3. Did they have another baby "at risk"?
4. Did they marry, find employment, rely on welfare?

If an "open house" type occasion is held during the year, a questionnaire could be handed to the visitors requesting that they indicate their opinion of items listed. This, then, would add yet another observation to the evaluation. (Sample questionnaire is included in Appendix I.)

Using all the above information, a determination can be made of the successes of the program and where there seemed to be a lack in the services. For example, if the main reason for lack of high school graduation was repeat pregnancies, should the medical component on birth control services be strengthened? If the program was weak in vocational and career education, should that department be strengthened with added courses and job placement counseling?

If the reason for failure to graduate was primarily lack of day care, should infant care services be developed or expanded?

The evaluator should be cautioned, however, not to allow statistics and "facts" to be the only influences on judgment. The pregnant minor programs cannot be evaluated entirely on measurable factors. It is difficult, if not impossible, to measure how a pregnant girl's self image and self respect may have improved because she was allowed to recognize her human frailties and believe in her potential successes; how many dreadful fears of labor and delivery were lost because of information received in the special class; or how many personal problems were solved because of congenial surroundings with an understanding peer group.

And, how do you measure the gratitude of a girl who knows she completed her high school education and therefore became better prepared for her future because of the special efforts of concerned people?

SUMMARY AND RECOMMENDATIONS

In the previous pages we have dealt at some length on the problems of the pregnant minor, particularly in the school situation and with special reference to the educational system of the State of California. As one reads or thinks about the many social problems of our world -- overpopulation, high-risk pregnancies, physical impairment, mental retardation, unwanted babies, battered children, the starving and the homeless -- one can easily be overpowered with the immensity of the problems and the difficulties to be overcome in attempting solutions. In the overall view of humanity, it takes temerity, perhaps, to solicit consideration for one very small aspect of the world's problems: The plight of the pregnant minor in the USA. But with the understanding that every journey starts with the first step, we have attempted in this small volume to be of assistance to all who would help in beginning to find a solution to this one particular aspect of human involvement.

We offer, therefore, five recommendations.

Recommendation One

Our first recommendation is two-pronged: First, education for young people in general; and second, education for the girl who does become pregnant. We feel that more effort needs to be made to educate our young people regarding their emotions, personal reactions, and their responsibility both to society and to themselves for their own actions. We need to find and provide outlets to help young people fulfill the needs which push them into sexual relations at an age when they are not ready to accept the possible consequences of their actions. That no immature, underdeveloped girl will become pregnant is an ideal. But until that ideal can become reality, we need to find solutions to the problems that exist when young girls do become pregnant. It is not a problem that belongs only to the parents -- or the schools -- or the church -- or the social workers -- or the legal and medical professions. All must be involved if the ultimate solution is to be found.

Recommendation Two

Since many elements of society must be involved for the total solution, we recommend that advisory councils be established with representatives from each of the above-

named branches of the community. Such advisory councils, made up of concerned people who can devote some of their time to designing, implementing, strengthening, and assisting in the special programs we have suggested, could make a great contribution not only to the individuals involved but to society in general. They could provide needed and necessary resources as well as the expertise in disseminating information and eliciting understanding throughout the community.

Recommendation Three

Third, we recommend that additional funds be made available, first to assist the girls who are pregnant now, and second to implement and carry out educational programs dealing with personal aspects of living (including so-called sex education) in an attempt to eliminate entirely the problem of the pregnant minor. If the advisory council includes members who have leadership roles in the community, funds might be made available from several sources rather than from only one segment of the community. However, since taxpayers support the public schools, educators have a primary responsibility to see that adequate financing is made available to the schools for this particular purpose.

Recommendation Four

Fourth, we recommend that knowledgeable persons be identified who can provide in-service training for the active workers in the on-going programs. Only thus can society insure that each girl will have the benefit of the best counseling and training available for her particular problems. And, only thus can society insure that those who are devoted to educating young people will have access to experts to whom they may turn when situations arise for which they may feel inadequate. These resource people, identified from all areas in the community, could make contributions which far outweigh whatever money or time may be involved.

Recommendation Five

Finally, we recommend that all who work with those who are the subject of this book bear in mind that most of all these young people, both the young mothers and young fathers, need understanding. They need to know that someone cares!

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APPENDICES

APPENDIX A

PERTINENT SECTIONS OF THE CALIFORNIA EDUCATION
CODE AND ADMINISTRATIVE CODE, TITLE 5A. EDUCATION CODE*

- 894. Establishing programs for physically handicapped minors.
- 894.1 Agreements for provision of remedial classes.
- 895.8 County Tax for Education of Physically Handicapped Minors.
- 6801. Definition of a physically handicapped minor: A physically defective or handicapped person under age of 21 years who is in need of education.
- 6802. Minors with physical condition which makes school attendance in regular classes impossible or inadvisable shall be considered as being physically handicapped (includes the pregnant minor).
- 6802.1 Programs for physically handicapped minors include
 - (a) special day classes, (b) regular day classes, (c) integrated instruction, (d) remedial instruction, (e) individual instruction.
- 6802.2 Class shall be limited to 20 pupils, unless prior approval authorizes it to exceed this number by two pupils.
- 6803. Special instruction in public schools and employment of personnel authorized.
- 6803.1 Coordinative, consultant, and supervisory services are authorized.
- 6804. Prescription of Minimum Standards
- 6805. Residency for Furnishing of Education
- 6806. Education for pregnant minors is mandatory, and any school district which does not have facilities for their education may contract with another district for such services.

*Titles of Sections and/or paraphrasing of contents.

- 6807-8 Transportation is authorized for special programs.
- 6811. Establishment of regulations determining eligibility for instruction.
- 6814. Exemption from Instruction upon Statement by Parent.
- 6818. Social and Vocational Counseling and Guidance.
- 6871. If special education facilities and services are not available, the school district shall pay to the parent the tuition for such minor enrolled in an approved public or private nonsectarian school.
- 6872-4 Specific procedures for application, student transfer and payment to public or private agency.
- 6920. Every physically handicapped minor is entitled to training or an education free of charge in the public schools of this state.
- 17305.7 Driver training authorized, with allowance of \$200 per pupil to school district.
- 18062. Funding for transportation is computed at \$389 per average daily attendance unit (ADA).
- 18102. Funding for education of pregnant minors (amended by AB 1267 of July 1973). See pages 12-14 of this book for summary for 1973-1974 funding.

B. CALIFORNIA ADMINISTRATIVE CODE, TITLE 5

- 3600 (i) Other Physically Handicapped. A minor is "other physically handicapped" if he comes within either of the following descriptions:
 - (1) He has a physical illness or physical condition which makes attendance in regular day classes impossible or inadvisable.
 - (2) He has a physical impairment so severe as to require instruction in remedial (formerly special) physical education.

3640. Eligibility. Any minor pupil diagnosed by a licensed physician and surgeon as pregnant is eligible under Section 3600 (i) for assignment to a special day class for minors with the same physical condition. (This article does not preclude the provision of individual instruction to a pregnant minor.)
3641. Admission. The responsibility for the assignment of an eligible pupil to such a special day class rests with the district superintendent of schools (or county superintendent with respect to pupils in schools that he conducts) or person authorized by him. He shall assign the pupil to such a class only after the principal (or his authorized representative) of the school attended by the pupil has:
- (a) Received a diagnosis of a physician and surgeon that the pupil is pregnant.
 - (b) Referred the pupil to the district superintendent (or county superintendent when applicable) for such assignment.
 - (c) Notified the parent or guardian of the intended referral, unless the parent or guardian cannot be located within a reasonable time and with reasonable effort.
3642. Discharge. Discharge from the special day class depends upon the delivery date or upon the recommendation of a licensed physician and surgeon. Re-enrollment after delivery shall not extend beyond the end of the school semester during which the delivery occurred, unless a licensed physician and surgeon recommends a longer period.
3643. Class Location. The class shall be located in suitable facilities separated from the regular day classes.
3644. Curriculum. The program of study for a pupil in the class shall conform as nearly as possible to that in which she was enrolled prior to her assignment to the class. The program of study shall be supplemented by counseling and guidance, and instruction in the areas of prenatal care, postnatal care, and infant management.

3645. Transportation. Transportation provided pursuant to Education Code Section 18060 to a pregnant minor "handicapped in mobility" is limited to the period, between the fifth month of pregnancy and delivery, unless the distance exceeds two miles or unless a licensed physician and surgeon finds that walking would be inimical to the health of the expectant mother or developing child.

APPENDIX B

HELPFUL READINGS FOR GIRLS IN
PREGNANT MINOR PROGRAMS

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APPENDIX C

SOURCES FOR OBTAINING PAMPHLETS FOR
PREGNANT MINOR PROGRAMS

American Medical Association
535 N. Dearborn Street
Chicago, Illinois 60610

American National Red Cross
Washington, D. C. or
Local Chapter

Blue Cross of Southern California
4777 Sunset Blvd.
Los Angeles, California 90027

Carnation Company
Dept. 228, P. O. Box 610
Pico Rivera, California 90660

Educational and Consumer Relations
J. C. Penny Co., Inc.
1301 Avenue of the Americas
New York, New York 10019

Educational Dept. of Tampax Inc.
5 Dakota Drive
Lake Success, New York 11040

Ed-U Press Publications
760 Ostrom Avenue
Syracuse, New York 13210

Equitable Life Insurance Society of U. S.
1285 Avenue of the Americas
New York, New York 10019

Even Flo Products
A Division of Pyramid International, Inc.
Ravenna, Ohio 44266

Gerber Baby Food Company
Box 33
Fremont, Michigan 49412

Johnson & Johnson
New Brunswick
New Jersey 08903

Kimberly-Clark Corporation
Box 55
Neenah, Wisconsin 54946

LaLeche League
Franklin Park, Illinois
or Local Chapter

Mead-Johnson Laboratories
Evansville, Indiana 47721

Metropolitan Life Insurance Co.
One Madison Avenue
New York, New York 10010

National Dairy Council
111 North Canal Street
Chicago, Illinois 60606
or Local Chapter

National School Public Relations Association
1201 16th Street, NW
Washington, D. C. 20036

Ortho Diagnostic
Raritan
New Jersey 08869

Parent Magazine Enterprise, Inc.
52 Vanderbilt Avenue
New York, New York 10017

Parke, Davis, and Co.
Detroit, Michigan 48232

Planned Parenthood
810 Seventh Avenue
New York, New York 10019

Planned Parenthood Federation of America, Inc.
515 Madison Avenue
New York, New York 10022

Proctor and Gamble
Cincinnati
Ohio 45201

Ross Laboratories
625 Cleveland Avenue
Columbus, Ohio 43215

The National Foundation
March of Dimes
P. O. Box 2000
White Plains, New York 10601
or Local Chapter

U. S. Government Printing Office
Washington, D. C. 20402

Wyeth Laboratories
Philadelphia
Pennsylvania 19101

APPENDIX D

SPECIAL MEDICAL REQUEST

Student's Name _____ Birth Date _____
 Address _____ Phone No. _____
 School _____ Grade _____

Request for:

_____ Teen Mother Program _____ Home Teacher
 _____ Transportation _____ Other

DIAGNOSIS: _____

Supportive Evidence of Diagnosis: LMP: _____ EDC: _____

Prognosis: _____

Recommendations: _____

Please Complete the Following:

How long has student been under your care? _____

How frequently do you see the student? _____

What was the date of the last visit? _____

For how long do you anticipate this request
 will be necessary? _____

Return to:

 School District

 Address

 Attention:

Signature of licensed physician and

surgeon _____

Address _____

Phone No. _____

Date _____

APPENDIX E

PARENTAL CONSENT

Student _____ Birthdate _____
 Address _____ Phone _____
 School _____ Grade _____

TO THE PARENTS:

The Teen Mother Program provides each pregnant student within our district an opportunity to continue her education. Any pupil diagnosed by a physician as pregnant is eligible for a special day class for minors with the same physical condition.

Prenatal and Postnatal Instruction

One of the objectives of the Teen Mother Program is to insure that prenatal and postnatal care information is available and obtained by the girls. The program teachers plan to meet this objective is the following:

Health - Includes instruction in the areas of mental health, personal hygiene, nutrition and clothing, exercise and rest, medical care, health education, child growth and development, care of the newborn, medical problems, first aid, adoption and legal services, family planning.

Counseling - both individual and in groups.

Home Economics - Includes instruction in the areas of special family living courses, foods, and clothing.

You are invited and always welcome to come at your convenience to the classrooms to inspect and review the materials to be used. If you do not want your daughter to participate in the classroom instruction, when any of the above units are presented, please send or bring your written request to the teacher and your daughter will be excused.

Transportation is also provided between the fifth month of pregnancy and delivery, if the distance exceeds two miles, or when a physician finds that walking is inimical to the health of the mother or developing child.

After we process your physician's request and you return this signed consent, you will be notified of the date and where your daughter will attend class.

I hereby give my consent for my daughter to participate in the _____ Program as specified by the California Education Code 6802, CAC 195 - 195.6.

Return to

 School District

Signature _____

Relationship _____

Date _____

APPENDIX F

APPROPRIATE FILMS FOR
PREGNANT MINOR PROGRAMSA Story of Childbirth

Childbirth Education Association of Seattle
Peter Mullen
121 N. Argyle Place
Seattle, Washington 90103

A Three Letter Word for Love

Texture Films, Inc.
1600 Broadway
New York, New York 10019

Baths and Babies

Johnson & Johnson Film Library
c/o Association Films, Inc.
Ridgefield, New Jersey 07657

Childbirth for the Joy of It

J. Hathaway Publishing Service
7121 Melrose Avenue
Los Angeles, California 90046

Family Planning

Film Strip
Guidance Associates
Pleasantville, New York 10570

Have A Healthy Baby

Churchill Films
662 North Robertson Blvd.
Los Angeles, California 90069

Half a Million Teenagers

VD Film
Churchill Films
662 N. Robertson Blvd.
Los Angeles, California 90069

I'm 17 and Pregnant

Children's Home Society
3100 W. Adams Blvd.
Los Angeles, California 90018

Infant Care Series
 Film Strips
 Trainex Corporation
 P. O. Box 116
 Garden Grove, California 92642

Life Before Birth
 Film Strip
 Life Education Reprint Program
 Box 834
 Radio City Post Office
 New York, New York 10019

More Than Love
 The National Foundation Supply Division
 P. O. Box 2200
 White Plains, New York 10602
 or Local March of Dimes Office

Phoebe
 Contemporary Films
 330 West 42nd Street
 New York, New York 10036

Planning for Your Baby
 BFA Educational Media
 2211 Michigan Avenue
 Santa Monica, California 90404

Prenatal Management
 Professional Research, Inc.
 461 N. LaBrea Ave.
 Los Angeles, California 90036

Preparation of Breast for Breast Feeding
 Mead-Johnson
 Evansville, Indiana 47721

Story of Eric
 Centre Films, Inc.
 Hollywood, California 90038

The First Two Weeks of Life
 Pampers
 Association Sterline Film
 2221 South Olive Street
 Los Angeles, California 90007

The RH Negative Mother
Eli Lilly & Company
P. O. Box 618
Indianapolis, Indiana 46206

Young, Single, and Pregnant
Film Strip
Guidance Associates
Pleasantville, New York 10570

APPENDIX G

RELEVANT FIELD TRIPS FOR
PREGNANT MINOR PROGRAMS

Local Hospital

- Tour of obstetrics department
- Tour of maternity ward

Health Centers

- Tour of facilities

Well Baby Clinic

- To see services available and procedure for obtaining services

Day Care Centers

- For observation of children at different age levels, and with the view of possible future utilization.

Consumer Buying Trips

- Discount, department and specialty stores:
 - To compare prices of baby clothes and maternity clothes

- Discount, department, furniture, and used furniture stores

- To compare prices of furniture

- Neighborhood grocery markets and super-markets

- To compare prices of groceries

APPENDIX H

SAMPLE NUTRITION ANALYSIS CHART

	GROUP 1	GROUP 2	GROUP 3	GROUP 4
	Milk, Cheese, Butter, Milk Products.	Meat, Poultry, Fish, Dried Beans, Peas, Nuts, Eggs.	A. Leafy green vegetables. Green/ yellow vegetables. B. Citrus, tomatoes. C. All other fruits and vegetables.	Enriched/restored whole grain breads and cereals.
Break- fast				
Lunch				
Dinner				
Snacks				
Total Servings				
DURING PREGNANCY I NEED	1 Qt. Milk	2 or 3 servings plus 1 egg daily	A. 1 serving B. 2 or more C. 2 servings	4 or more servings
WHICH GROUP NEEDS MY ATTENTION				

A VISITOR'S VIEW

(Distributed to visitors to the program during the year.)

Please check where appropriate:

IDENTIFICATION

- ☐ Parent of a student in the program.
- ☐ Husband of a student in the program.
- ☐ Community Service.
- ☐ Educator. District _____
- ☐ Other. _____

PURPOSE OF YOUR VISIT

- ☐ Conference with one of the instructors.
- ☐ Conference with a student.
- ☐ Tour of program facilities.
- ☐ Observation of the program.
- ☐ Other. _____

STUDENTS' ATTITUDE AND BEHAVIOR

- ☐ Students were actively reading, writing, or listening.
- ☐ Students were operating instructional materials and equipment.
- ☐ Students exhibited purpose and direction in their activities.
- ☐ Other. _____

LEARNING ENVIRONMENT

- ☐ A variety of instructional materials was evident.
- ☐ Purposeful student activities were taking place.
- ☐ Study areas were clean and well-organized.
- ☐ Furniture arrangement was conducive for study.
- ☐ Adults other than teachers were involved with the students.
- ☐ Other. _____

STAFF AND SCHOOL ORGANIZATION

- ☐ Teachers were involved with students on an individual basis.
- ☐ Teachers were involved with small groups of students.
- ☐ Teachers were involved with a large group of the students.
- ☐ School facilities were clean and orderly.
- ☐ Other. _____